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ABSTRACT

In this analysis of the process of career education, the following topics are discussed: (1) what career education is and why it is necessary, (2) integrating career education into the social studies curriculum, including discussion of career development and career preparation, (3) suggested teaching strategies, including field trips, graphic studies, guidance/counseling, diaries and logs, field training, classroom activities, minicourses, and projects, (4) relationship of the school, the community, and the student, and (5) the career education process, including discussion of coordinating the career education program, inservice teacher training, and the role of the community. An extensive listing of sources and resources is included for the areas of teacher related materials, films, filmstrips, selected student materials (K-12), bibliographies, and selected career education oriented organizations and projects. (TA)

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DISCOURSE ON AN ANATOMICAL PERSPECTIVE OF THE WORLD OF CAREER EDUCATION: THE PROCESS OF OCCUPATIONAL AWARENESS AND DECISION MAKING

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STATEMENT

Today, the American educational system reflects a *return to the basics* and a societal desire for the continued citizenship education and training of all school aged youths. There is a renewed interest in the instilling of socially accepted attitudes, behaviors, and values in youths at a time when many established social mores and values are being tested in the arena of public opinion.

Citizenship is a state of mind which is displayed by acts of social responsibility as well as by gestures of national allegiance, for example, to work is to be self-supportive and self-sufficient -- a truly worthy social goal and an obvert example of citizenship responsibility. Citizenship is an on-going process which is instilled into the life style and values of the individual. The only way for citizenship training to be successful is for students to personally gain exposure to a democratic oriented social environment. Citizenship must not be some abstract concept discussed and studied, but rather, it must be concrete principles of living which are practiced and perfected in the classroom, in the home, and in the community. Only by actually working, sharing with others, and assuming responsibilities can students integrate social values into their personal life styles.

Career education is closely related to the concepts of citizenship education in that it is not a course of study but rather an on-going *process of becoming*; because every human being is in flux. Each and everyday, the individual is bombarded by natural and social forces which effect and mold

attitudes, behaviors, competencies, interests, and values. No living human ever reaches the point of perfection or completeness; each is constantly striving to achieve personal short and long range goals.

Societal and technological changes, evolving patterns of work and worker roles, and accompanying changes in values and life styles have resulted in unmet needs of youth and of the community. There is a need to develop, within the individual, a set of attitudes and values which reflect and compliment the needs of society as well as those of the individual. Citizenship education and career education both strive to meet these goals.

I. CAREER EDUCATION: What Is It? Why Is It Necessary?

In 1970, Dr. Sidney P. Marland (U.S. Commissioner of Education) proposed a new thrust in education -- *career education*. Since then there has appeared across the nation wide-spread school system adoption of career education programs, a plethora of instructional materials, volumes of *how to do it* activities, the growth of teacher in-service programs, and an emphasis on objective and criterion referenced testing.

Career education may be defined as a *process* of values development in the areas of social responsibility and work orientation. It is aimed at helping all individuals to become familiar with the values of a work oriented society, to integrate these values into their personal value system, and to implement these values into their lives in such a way that work becomes possible, meaningful, and satisfying.

Career education begins at a early age in the life of the child with the development of an *awareness* of self and others as well as diverse careers and occupations, proceeds systematically through stages of *exploration, counseling and guidance,* and *skills training* -- to the culmination of the process, that of *job placement.*

In the early 1970s, the U.S. Office of Education (USOE) developed its Occupational Clusters approach for organizing over 20,000 occupations related by areas of interest into fifteen clusters. The clusters which form the basis of most career exploration programs are *Agribusiness and Natural Resources, Business and Office, Communications and Media,*

Construction, Consumer and Homemaking Education, Environment, Fine Arts and Humanities, Health, Manufacturing, Marketing and Distribution, Marine Science, Personal Services, Public Services, Recreation and Hospitality, and *Transportation.*

Career education is essential to today's curriculum because it places an emphasis on basic survival skills development within *all* students. As enumerated by the Cashmere (WA) Career Education Project, career education is comprised of eight elements: *appreciation and attitudes, self-awareness, decision making, education awareness, economic awareness, career awareness, beginning competencies in a work role,* and *employment skills.* Within these eight basic elements one will find such skills categories as personal goal setting, life style, decision making, responsibilities, interview skills, human relationships, interpersonal relationships, self-concept, problem solving, and attitudes toward work. In short, career education addresses itself to the concept of formalized schooling as being a process of *preparation for life* with *career* defined as a life-long succession of roles a person experiences.

Within career education an emphasis is placed on world of work awareness, exploration, and training as well as decision making. In order to affect and enhance both awareness and decision making, students must be involved in and exposed to an on-going process of acquaintance and alternatives. The school, alone, cannot successfully serve these goals. Students must be brought into direct, face-to-face relationship with the real world of the community in which the school, and the student, exists.

The career education process exposes students to their natural and social surroundings, expands their learning opportunities, enriches the content and concepts of the several subject matter disciplines, and provides opportunities for basic skills development in areas related to personal abilities and interests as well as preparation for life within a social order.

II. Integrating Career Education into the Social Studies Curriculum

Career education programs attempt to develop and affect the individual's attitudes and values about and concern for world of work skills. This task can be accomplished, in part, by focusing attention on those basic career/occupational skills needed by all individuals -- if they are to productively participate in the local community and large society.

Most career education programs provide for a continuous, integrated, and sequential process (K-12) which encompasses the stages of awareness, exploration, skills development, and on-the-job training preparatory to job placement. (See Diagram I)

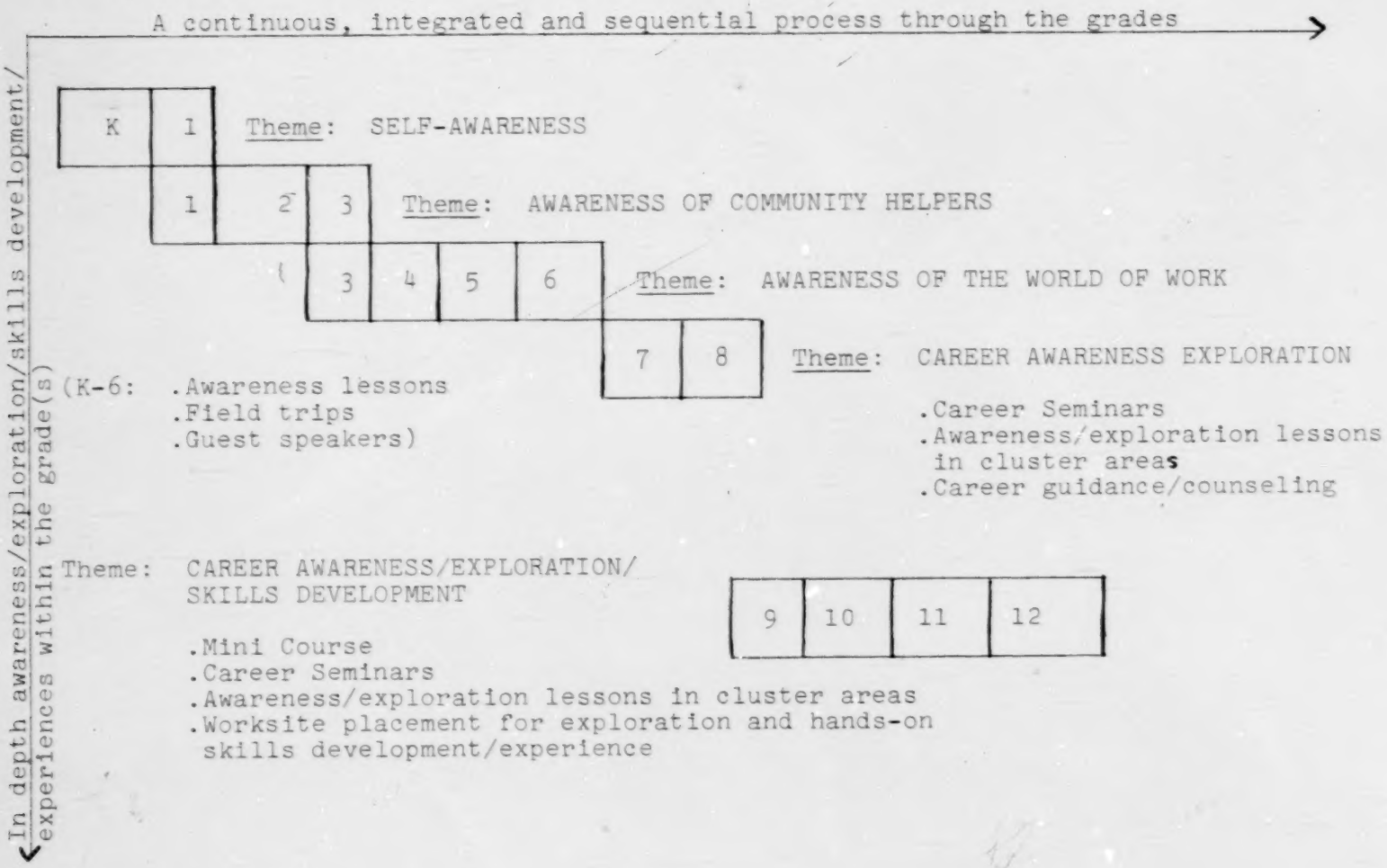
There are a number of excellent career education programs which have been infused or integrated into the several subject matter areas of the curriculum. Examples of these programs are Project BRIDGES, Somersworth (NH) High School; Career Education Project, Cashmere, Washington; Experimental Schools Program, Union 58 New Hampshire; World of Work Program, Nampa, Idaho; North Haven (Maine) Project for Career Development; and The Thaler System, Gilman, Vermont.

Career education programs and strategies at all grade levels can be structured in a variety of ways.

1. Separate, special units-of-study that are strategically placed throughout a subject matter course of study for purposes of enriching course offerings, e.g., lessons and units on public service careers as related to a study of the local community.

DIAGRAM I

PROGRAM ORGANIZATION



2. An integral (infused) part of a subject matter course of study, e.g., sanitation careers and occupations as related to science.
3. Mini courses related to specific career/occupational clusters, e.g., auto mechanics, building trades, and small engine repair, provide opportunities for basic skills training and development.
4. Release time projects provide opportunities for students to conduct awareness/exploration oriented studies, first hand, of community based world of work careers and occupations.
5. Multi-disciplinary course offerings involving themes: community service careers; concepts: the interrelationships of diverse careers and occupations; and skills: interpersonal relationships.

In essence, the typical career education program takes the students from an initial point in his or her perceptual development regarding careers and occupations to a point of development where students learn and apply marketable skills in real world of work settings. Most program designs take into consideration the maturation growth of students at the different grades and are structured so as to compliment student abilities and interests, and to enrich past experiences and learning.

Career education lends itself to all subject matter areas of the instructional curriculum and is an interface of *career development* and *career preparation*.

1. Career development. The four elements which comprise career development are *self-awareness and assessment, career awareness and exploration, career decision making* and *career planning/placement.*

   .The development of self-awareness is a process which results in an individual who is able to use self-knowledge in making career decisions and plans.

   .The process of career awareness and exploration helps an individual be able to make career choices which are compatible with his or her life style.

   .Decision making is the skill of applying one's knowledge to a rational process of career choice. It is a process of formulating and evaluating goals; identifying, gathering, and applying information; identifying and selecting alternatives; and using them in making decisions.

   .Career planning is a lifelong task of exploring and weighing alternatives: from a beginning awareness of abilities and interests; a knowledge of diverse careers; and informal decisions about entrance into a career -- to a weighing of current occupational status in terms of interests and opportunities followed by personal plans to improve current employment or to engage in retraining for a change of career.

In sum, career development is that part of the school program which develops the knowledge, skills, and attitudes necessary for a person to plan, explore, and establish life roles.

2. Career preparation. That part of the school program which develops the knowledge, skills, and attitudes necessary for a person to perform life roles. Career preparation consists of the acquisition of those knowledges and skills gained through formal and informal experience in existing school programs. It is intended to provide the basic academic skills and employment skills necessary for individuals to effectively fulfill their life roles. The process of identifying career alternatives involves integrating knowledge about oneself with knowledge of characteristics and requirements of different careers. This process of career alternatives identification involves a three step process of decision making: knowledge of one's own individual abilities, interests, and values; familiarity with the characteristics and requirements of different occupations; and the identification of alternatives from which one can eventually choose a career.

III. Suggested Teaching Strategies

There are several strategies which can be employed both in the classroom and within the physical construct of the community for purposes of effecting students' awareness, exploration, and skills training re: world of work careers and occupations.

Field Trips. The process of exposing students to and allowing them to interact with community based resources; both people and places. This activity involves pre-planning and post-trip follow-up as well as evaluation.

Graphic Studies. Students conduct world of work studies utilizing still cameras, slide cameras, super 8 and/or 16mm motion picture cameras, video tape equipment, and/or cassette recorders to collect data and to develop study reports.

Guidance/Counseling. Students meet with counselors on both individual and small group bases for purposes of discussing career choice as well as work attitudes, behavior, and values.

Diaries and Logs. Students keep records of classroom and field based experiences related to career education awareness, exploration, and skills development. These accounts of personal activities can be compiled into bound documents and/or recorded on audio-video tape.

Field Training. Students are placed at area resource sites for purposes of skills development and on-the-job training in real world of work environments. Other students can be placed at worksites part of the school day and allowed to apply previously learned skills - for pay - under the

supervision of resource site personnel.

Classroom Activities. Teacher developed or commercially produced instructional lessons and units form the basis for independent study, group work, guest speakers, and initial career decision making activities. Students can role play people in diverse careers and occupations and can be allowed to rationally chose from among several decision making alternatives presented to them.

Mini Courses. Short term, ten week long, elective courses oriented toward awareness and skills development, e.g., small engine repair, and surveying.

Projects. A wide variety of individual learner, small group, and/or large group activities that require each participant to become directly involved in the completion of some aspect of a project. Possible examples include:

- .a study of career/occupation interrelationship within the *Public Services* cluster.
- .investigation of local/regional careers/occupations and businesses related to the *Hospitality and Recreation* cluster.
- .a series of field trips and guest speaker presentations related to the *Manufacturing* and *Marketing/Distribution* clusters.
- .a graphic studies essay of local industries and pollution control/sewage treatment re: the *Environment* cluster.

All of the forementioned project related activities are planned and conducted for purposes of affecting student awareness, attitudes, and values regarding diverse careers and occupations.

IV The World of Career Education: The School, The Community, and the Student

According to Kenneth Hoyt and others in the field, *career education* is the total effort of public education and the community at helping all individuals to become familiar with the values of a work oriented society. Stress is placed on the joint effort of public education and the community.

WHY SCHOOL AND COMMUNITY?

No school alone can provide all the educational experiences needed by (all) the students -- all the time.[1] The school exists within a much larger social community which is characterized, in part, by skilled workers and resource facilities. In the realm of career education there is a need to incorporate area resources within the instructional curriculum -- both in the school and community. The school represents a site for academic training and pre-employment skills development. The community provides ample and diverse opportunities for occupational skills application and on-the-job training in real world of work environments -- under the tutelage of skilled craftsmen and trained workers.

The world of the child and that of the adult tend to be isolated from each other; little continuity between childhood and the adult work world is provided by our present educational structure. Few courses in our curriculum focus on teaching youth about adult roles that they will encounter.

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1 Staff Development Program for Promoting More Effective Use Of Community Resources in Career Education (Columbus, Ohio: The Center for Vocational Education, 1975) pg. A-13.

Many children never spend a day in the places where their family members work. And if they do, they often find little job-related meaning in what they see. One reason that the adolescent period in our society is both confusing and difficult for many youth is that our educational system and social structure do not provide a smooth transition from youth roles to adult roles. Lacking the information and skills, values, and attitudes needed for adult occupational and other life roles, youth struggle with new and strange demands when they enter adulthood.[2]

Community resource awareness and exposure provide students with opportunities to better understand and comprehend the character and nature of diverse world of work careers and occupations. Field trips, guest speakers, guided tours, and slide presentations as well as motion pictures are vehicles which can be used to bridge the gap between the world of the child and that of the adult.

Within the community's world of work students can gain exposure to innumerable careers and occupations as they are performed under actual work conditions -- and in real work environments. Resource sites serve as community based classrooms of instruction and resource people function as on-site instructors and supervisors.

1. Field trips are activity oriented experiences which help students to better understand their personal relationship(s) to surrounding phenomena and to the

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[2] Ibid., pg. A-11.

role(s) that phenomena play in the scheme of their total life space.

2. Training sites provide opportunities for vocational skills training and application on-the-job. Resource personnel serve as supervisors and field based instructors, and world of work facilities double as community based classrooms of instruction. Site experiences provide students with opportunities to investigate diverse careers and occupations, first hand, to gain exposure to real world of work settings, and to learn and apply pre-employment, marketable skills under real work conditions.

3. Field work placement or workstudy experiences provide opportunities for students to apply learned skills and to gain further training on-the-job in paid work situations. Each student spends part of his/her instructional day in the classroom studying academic subjects and is released on a part-time basis for work experience training.

Diverse instructional and skills development strategies provide a multi-faceted approach to the career/vocational preparation of terminal high school students.

For those students not continuing their formal education and training up to or beyond the twelfth grade there is an immediate future of job placement and employment in the world of work. The schools and the community have a responsibility to adequately prepare these youths for the economic and vocational demands of the collective society; a society in which they will hopefully be a contributing part.

THE CAREER EDUCATION PROCESS

Career education is an aspect of the total socialization of the individual which attempts to insure that all youths leave school as better citizens, and it builds character in the individual as well as developing a sense of competence and responsibility which carries over into areas of civic responsibility.[3]

Career education is an aspect of the total education process which attempts to insure that all students develop marketable skills and possess an awareness of world of work occupations as well as having sophisticated career maturity (decision making) abilities. Career education is not a course of study but rather concepts related to citizenship and work which are infused into all subject matter areas of the instructional curriculum.

In the elementary grades (K-6) career education programs are generally concerned with student awareness and exposure to diverse careers and occupations to be found within the world of work as well as the development of SELF in relationship to others and society. At the grades seven through twelve (7-12) level student awareness and exposure is reinforced -- with an emphasis on skills development and pre-employment level on-the-job training in real world of work environments within the community.

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[3] Richard Peters. Career Education: Citizenship for the 1970s. Resources In Education (ERIC), September 1976, pg. 2 ED122062

Career education symbolizes a new value system for preparing everyone to play a meaningful and productive role in the marketplace, and is a *process* through which the individual grows toward a mature relationship to a work role. As important as the development of vocational skills among students is the development of good work habits. Career education is an attempt to positively affect attitudes, behaviors, values in this regard.

COORDINATION

In any school system where a multi-grade/multi-building career education program is planned or does, in fact, exist there is need for coordination to insure the establishment and operationalization of a continuous, integrated, and sequential program of awareness/exposure, skills development, and on-the-job training -- remembering that career education is an on-going *process* and not a separate course of study.

The career education coordinator must be an expert in content and instructional strategies as well as a skilled tactician in the art of working *with* teachers and support staff personnel. The coordinator must develop a working relationship and establish a communications network with teachers which provides for their input into the on-going process of program development - implementation - evaluation - revision. As important as content knowledge is the coordinator's ability to bring teachers together for purposes of curriculum renewal. The change agent must be steeped in instruction and learning theories as well as practical *how to do its* re: classroom management and supervision.

Because most career education programs emphasize and incorporate community resources into the instructional process (K-12) the coordinator must be well acquainted with local and regional world of work resource people and places. Equally as important as formal training and educational preparation is practical experience gained on-the-job within the realm of the world of work. A harmonious blend of academic/theoretical training and practical work experience should be sought as personal characteristics of the career education coordinator.

In sum, the career education coordinator is responsible for bringing together diverse segments of the teaching staff and community for purposes of program development -- for the ultimate benefit of students.

TEACHER TRAINING

In order to skillfully guide student career awareness development and exposure to the world of work as well as to affect their process of career decision making, teachers must, first, be formally introduced to the community's world of work and made aware of the instructional value of local resources.

In-service training in the area of career education serves the same basic purpose that it does in any other curriculum area -- to assist teachers with their content/concept enrichment and skills development.

What is career education? Why do we need it? Who is going to teach it? Where will I find the time to teach

career education? Who is going to help me? How will I teach it? These are but a few of the questions to be raised when an educational change agent proposes the infusion of career education into the instructional curriculum of a given school or system.

Via workshops, minishops, skillshops, field trips and tours, guest speakers, release time visitations, and independent/small group projects such as curriculum development, teachers can be formally exposed to and made aware of career education content, the character and nature of the local world of work community, available instructional and enrichment materials, local resource people and places, and career education's relationship to the several subject matter areas of the instructional curriculum.

A well planned and organized on-going in-service training program can help teachers develop the necessary awareness, attitudes, behaviors, and values re: career education, and its importance to the total educational experience of *all* students.

THE ROLE OF THE COMMUNITY

If school programs and activities are to be relevant to life in the larger community, a continuing community input into the process will be needed. This bond between school and community is especially relevant to career education because one of its basic goals is to unite the school and community in an affort to instill within students a total and realistic understanding of school -- as part of the real world.

The Career Education Advisory Committee is one way by which the citizenry of the community can become directly involved in the process of curriculum development and can interact with the school's professional staff in a mutual effort to better serve the career, intellectual, physical, and social interests/needs of students.

Richard Hofstraud and Lloyd Phipps[4] propose that initial committee membership be selected by a three or four member *ad hoc* selection committee appointed by the board of education. The selection committee would analyze the community in terms of characteristics and components, secure names of individuals to represent each of the respective components, and interview and screen potential committee members as to their willingness to serve and appropriateness for the intended function(s) of the committee.

Among its many tasks, the advisory committee might:

1. assist in the compilation of a directory of community resources;
2. secure the donation of equipment and supplies to the school(s);
3. develop a public relations campaign;
4. conduct occupational surveys as a basis for selection of programs to be offered students;
5. develop standards for work experience training sites;
6. work with community organizations;
7. identify community problems that effect the education of students;

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[4] Staff Development Program, Center for Vocational Education, 1975, pg. F-41.

8. develop community-school service projects;
9. suggest kinds of sources of instructional materials; and
10. develop criteria for program evaluation.

If career education is to be a meaningful experience for students then it must be community based as well as school based. If career education is to be accepted by the community as a valid component of the instructional process then its intent and purpose must be understood within the community.

The only way to achieve this balance between acceptance and instructional excellence is to incorporate the community into the career education program development process -- right from the start. The advisory committee is the vehicle by which diverse concerns and interests can be fused for purposes of decision making; decisions which benefit students by contributing to their career development.

The exposure of individuals to the process of school-community advisory committee functioning is often responsible for turning out grass-roots level leadership that will strengthen existing support within the community for curricula efforts.

According to Dr. Sidney Marland (1976) we must assess the outcomes of career education and document the evidence that, where career education has been systematically installed, the academic growth of young people improves dramatically, with intrinsic motivation deriving from the learner's own reasoned application to the learning task.

In 1976 Peters and Fisher[5] conducted a short term longitudinal study, the results of which indicated that career education lessons, field trips, mini courses, and student placement at area worksites for purposes of skills training might be variables which have significant effect (at the .05 level of confidence) upon student awareness regarding diverse careers and occupations.

Needless to say, there is need for additional studies to determine both the immediate and long range effect(s) of career education upon student attitudes, behaviors, perceptions, and values re: diverse careers and occupations.

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[5] Richard O. Peters and L. Timothy Fisher. The Utilization of Natural, Social, and Human Community Resources in the Process of Student Career Awareness Development (AERA), April 1976, pg. 19.

Sources and Resources

Career Education and the Elementary Teacher. Kenneth B. Hoyt. Olympus Publishing Company, Salt Lake City, Utah 1973.

Career Education in the Academic Classroom. Garth L. Mangum. Olympus Publishing Company, Salt Lake City, Utah 1975.

Career Education in the High School. Kenneth B. Hoyt. Olympus Publishing Company, Salt Lake City, Utah 1975.

Career Education in the Middle/Junior High School. Rupert N. Evans. Olympus Publishing Company, Salt Lake City, Utah 1973.

Career Education Survival Manual: A Guidebook for Career Educators and Their Friends. Larry McClure. Olympus Publishing Company, Salt Lake City, Utah 1975.

Career Education: Guidance in the Elementary School. George Hill. The Center for Vocational Education, The Ohio State University, Columbus 1973.

Career Education: Involving the Community and Its Resources. Samuel M. Burt. The Center for Vocational Education, The Ohio State University, Columbus 1973.

Career Education: Teachers' Responsibilities. L.S. Hansen. The Center for Vocational Education, The Ohio State University, Columbus 1973.

Career Education Program. C.W. Ryan, G.A. Saltzman and Others. Houghton Mifflin Company, Boston, Massachusetts 1977 (K-12 *How To Do It* lesson plan sourcebooks)

Career Education Workshop. Parker Publishing Company, Inc., West Nyack, New York 10994 (a *how to do it* guide published monthly except July and August).

Curriculum Planning: A New Approach. Glen Hass. Allyn and Bacon, Inc., Boston, Massachusetts 1974.

Staff Development Plan for Promoting More Effective Use of Community Resources in Career Education. The Center for Vocational Education, The Ohio State University, Columbus 1975. (a teacher in-service *how to do it* program related to resource materials).

V. Teacher Related Materials

Becoming Aware of Values. Bert K. Simpson. Pennant Educational Materials, LeMesa, California 1977.

Beginning Values Clarification: A Guidebook for the Use of Values Clarification in the Classroom. Sidney B. Simon and Jay Clark. Pennant Educational Materials, LeMesa, California 1977.

Career Education Audio Digest. Time Share, Inc. (Houghton Mifflin), West Hartford, Connecticut 1977 (a series of eight cassette tapes designed to provide educators with information about creative programs, materials, and teaching/counseling approaches).

Career Education and the Curriculum. Time Share, Inc. (Houghton Mifflin), West Hartford, Connecticut 1977 (a series of booklets related to the infusion of career education into several subject matter areas, e.g., business education, foreign languages, and English).

Career Education in Michigan: An Introduction. Career Education Advisory Commission, The State of Michigan, Lansing, 1976. (a step-by-step introduction to the concepts and construct of career education).

Career Education: Selected U.S. Government Audio Visuals. National Audio Visual Center, Nation Archives and Records Service, Washington, DC, October 1977. (a listing of almost 200 audio visual programs: films, filmstrips, slide sets, and multi-media lists).

CHOICES: A Guide For Organizing and Teaching a Course in Personal Decision Making. Joan Kosuth and Sandy Minnesang. Pennant Educational Materials, LeMesa, California 1976.

Educators Guide to Free Guidance Materials. Educators Progress Service, Randolph, Wisconsin 1977 (a listing of 2,300 different education materials that are free or for loan).

Explorations in Career Education. The Industry-Education Council of California, Burlingame 1977 (practical *how to do it* materials related to field trips, community resources, and evaluation).

Guide to Materials for Vocational and Career Education. The Baker and Taylor Companies, Momence, IL 1976.

Staff Development Program for Promoting More Effective Use of Community Resources in Career Education. The Center for Vocational Education, The Ohio State University, Columbus 1975 (a teacher in-service *how to do it* program related to resource materials).

VI. Films

Basic Job Skills Series. Coronet Films, Chicago, IL 1975 (a series of three 16mm color films which discuss basic job skills re: working with money, handling responsibility, and handling criticism. Grades 10-12).

Bread and Butterflies. Houghton Mifflin, Boston, MA 1975 (a series of fifteen 16mm color films which present open-ended stories to be reacted to by students re: problem solving, values clarification, and decision making. Grades 4-6).

Careers and Attitudes. Paramount Communication, Hollywood, CA. (a fifteen minute, 16mm color film which addresses itself to the question: are the rewards for honest work worth the inescapable frustrations?).

Careers for Now Series. Paramount Communication, Hollywood, CA. (a series of seven 16mm color films with a contemporary look at new kinds of career alternatives, e.g., planner-geographer, wood craftsman, and new entrepreneur. Grades 7-12).

Jobs in the City. Centron Education Films, Lawrence, KS 1975 (a series of seven 16mm color films which give young viewers an early awareness of a variety of related jobs, e.g., distributor, construction, medical and health, mass media, and manufacturing. Grades K-6).

People Who Work Series. Coronet Films, Chicago, IL 1975 (a series of three 16mm color films which present a realistic *behind the scenes* look at the world of work re: factories, stores, and offices. Grades 1-5).

Self Awareness. Centron Education Films, Lawrence, KS 1975 (a series of three 16mm color films that trace a young boy's development from self-awareness (me) to exploration of the feelings of others (you) and the world view of humanity (they). Grades 3-12).

The Choice Is Yours. Paramount Communication, Hollywood, CA. (a thirteen minute 16mm color film which explores the field of vocational occupations as an alternative to an academic education in today's society. Grades 8-12).

When I Grow Up I Can Be Series. Paramount Communication, Hollywood, CA. (a series of five 16mm color films designed to present a picture relevant to both the needs of the work community and needs of children to see themselves as a future part of that community. Grades 1-6).

Your Jobs Series. Coronet Films, Chicago, IL 1975 (a series of six 16mm color films; interviews with people at their work re: finding the right job, applying for a job, fitting in on the job, you and your boss, good work habits, and getting ahead. Grades 10-12).

VIII. Filmstrips

Career Awareness. Miller-Brody Productions, Inc., New York, NY 1976 (four color filmstrips/records or cassettes and teacher's guide which starts with the school and proceeds out into the community. Grades K-4).

Learning About Me. ACI Media, Inc., New York, NY 1975 (four color filmstrips/cassettes and teacher's guide to help students understand how senses are tools for knowing the world around them. Grades 2-5).

Learning About Others. ACI Media, Inc., New York, NY 1975 (four color filmstrips/cassettes and teacher's guide to help students empathize with others whose behavior may differ from their own. Grades 2-5).

Lifestyles: Options for Living. Butterick Publishing, Altoona, Pennsylvania 1976 (four color filmstrips/ records or cassettes, spirit masters, and teacher's guide which explore diverse lifestyles as related to work attitudes, behaviors, and values. Grades 9-12).

Making It Vocationally. Miller-Brody Productions, Inc., New York, NY 1976 (a series of twelve color filmstrips/ cassettes which explore careers in construction, environmental sciences, food services, government, human services, and one's own business. Grades 7-12).

Many People Many Careers. EMC Corporation, St. Paul, MN 1976 (four filmstrips/cassettes which help students understand the relationship of one's interests, strengths and values to the choice of a career. Grades 4-8).

People at Work. King Feature Education Division, New York, NY 1976 (an exploration of hundreds of interesting jobs using filmstrips/cassettes, descriptive charts, and a teacher's guide, e.g., from advertising director to wholesaler. Grades 5-8).

Responsible Decision Making. Creative Visuals, Big Spring, TX 1977 (six filmstrips which explore such topics as everyday decisions re: keeping promises and returning other people's things. Grades 1-3).

The Fascinating World of Work Career Awareness Series. National Career Consultants, Inc., Richardson, TX 1977 (a series of six filmstrips/cassettes treating a total of thirty careers/occupations, e.g., hair stylists, lab technicians, machinists, and truck driving. Grades 7-12).

The Butterick Career Resource Center. Butterick Publishing, Altoona, Pennsylvania 1976 (a series of thirty-six color filmstrips/records or cassettes and teacher's guide which investigate careers in the Fashion Industry, Health, Food Industry, Office Services, Child Care and Youth Guidance, and Consumer Affairs. Grades 9-12).

Where Will I Fit In? Miller-Brody Productions, Inc., New York, NY 1976 (four color filmstrips/records or cassettes dealing with *What is Work? The World of School, The World of Government* and *The World of Construction.* Grades 1-6).

VIII. Selected Student Materials

Elementary (K-6)

Career Canasta. Developmental Learning Materials, Niles, IL 1976 (a deck of colorfully illustrated playing cards presents eight career cluster suits with six cards in each suit. Grades 3-6).

Career Categories. CMI, Madison, Wisconsin 1976 (a game to increase student awareness of the range and variety of 135 occupations within 27 career categories for 2-4 players. Grades 4-6).

Career Crosswords. Developmental Learning Materials, Niles, IL 1976 (a set of twelve 8½ x 11 inch spirit masters which provide students an opportunity to associate words with a specific vocational area. Grades 3-6).

Career Insights and Self-Awareness Game. Time Share, Inc., West Hartford, Connecticut 1976 (a series of six games for use by groups of from 4 to 30 students for purposes of exploring and sharing feelings and ideas. Grades 4-6).

Career Series. Educational Reading Services, Mahwah, New Jersey 1976 (a series of six filmstrips/cassettes which explore diverse careers and occupations, e.g., where people work, parents at work, and careers that help people. Grades K-6).

GOT TO BE ME! Argus Communications, Niles, IL 1976 (a set of 48 colorfully illustrated cards providing for a personal identity and self-awareness program. Grades 1-4).

Helping Hands Value Game. Pennant Educational Materials, LeMesa, CA 1975 (a group game for 2 to 6 players which emphasizes the importance of sharing and working toward a common goal. Grades K-3).

Home and Community Helpers. David C. Cook Publishing Company, Elgin, IL 1977 (twelve full color pictures and resource sheets which stimulate discussions of everyday services provided by people at home and in the community. Grades K-3).

Interview Strategies for Career Development. Argus Communications, Niles, IL 1976 (an approach at developing basic thinking and communication skills re: inquiry, communication, values clarification, and decision making. Grades 5-6).

Job Lab I. Time Share, Inc., West Hartford, Connecticut 1977 (a series of 6 x 9 inch cards which depict careers and jobs in all fifteen USOE occupational clusters. Grades 3-6).

Job Puzzles. Developmental Learning Materials, Niles, IL 1976 (a series of 8½ x 11 inch puzzles mounted on thick varnished superboard. Grades K-3).

Making Sense of Our Lives. Argus Communications, Niles, IL 1976 (a set of twenty value packets which provide individual values clarification lessons. Grades 5-6).

Match Wits Value Game. Pennant Educational Materials, LeMesa, CA 1976 (from 2 to 40 players are involved in activities which require them to describe as many possible consequences to certain actions and decisions as they can. Grade 6).

Occupation Photographs. Developmental Learning Materials, Niles, IL 1976 (a set of 18 varnished 8½ x 11 inch prints showing multi-ethnic male and female workers engaged in nine different occupations. Grades 1-6).

Working Together Careers. Developmental Learning Materials, Niles, IL 1976 (a set of twelve master cards identify occupational clusters and occupation cards are matched against them to introduce the concept of job interrelationship and interdependency. Grades 3-6).

Your Working Future. Encyclopaedia Britannica Education Corporation, Chicago, IL 1976 (a series of eight filmstrips/cassettes which emphasize opportunities open to workers that may enable them to advance. A cross-section of community occupations and services is explored. Grades 5-6).

Secondary (7-12)

AEL Career Decision-Making Program. McKnight Publishing Company, Bloomington, IL 1977 (a career information system based on worker traits and an exploring career decision-making program that provides activities for individualized career exploration, self-exploration, and developing career planning/decision-making skills. Grades 9-12).

Career Categories. CMI, Madison, Wisconsin 1976 (a game to increase student awareness of the range and variety of 135 occupations within 27 career categories for 2-4 players. Grades 7-12).

Careers for Bilinguals. Career Aids, Inc., North Hollywood, CA 1976 (a series of filmstrips/cassettes which look at business and finance, communications, health services, marketing and distribution, public service, and transportation. Grades 7-12).

Career Education Clusters. Career Aids, Inc., North Hollywood, CA 1976 (a series of color filmstrips which explores the fifteen USOE career clusters. Grades 7-12).

Career Education Wall Charts. Garrett Park Press, Garrett Park, Maryland 1977 (a series of twenty-five career education wall charts depicting various careers and occupations. Grades 7-12).

Career Emphasis Series: A Self-Study Approach to Life/Career Planning. Olympus Publishing Company, Salt Lake City, Utah 1977 (a series of books by Stephen E. Forrer dealing with decisions, self, work and change. Grades 7-12).

Career Exploration and Planning. Time Share, Inc., West Hartford, Connecticut 1977 (a book that stresses student self-awareness and understanding and develops a perception of work as a means of self-expression and personal fulfillment. Grades 8-12).

Career Exploration Series. Career Aids, Inc., North Hollywood, CA 1976 (a series of six color filmstrips/cassettes which investigate 110 vocational and paraprofessional occupations. Grades 7-12).

Career Exploration Kit. Career Aids, Inc., North Hollywood, CA 1976 (a kit of 175 - 4 x 6 inch cards which allows students to explore and experience a variety of careers by participating in individual and group projects. Grades 7-12).

Career Exploratory Kit. Careers, Inc., Largo, Florida 1976 (5½ x 8½ inch file cards and pamphlets that outline career areas in general and desirable specific occupations in detail; a total of 550 different career listings. Grades 7-12).

Career Insights and Self-Awareness Games. Time Share, Inc., West Hartford, CT 1976 (a series of six games for use by groups of from 4 to 30 students for purposes of exploring and sharing feelings and ideas. Grades 7-8).

Career Library. Vocational Biographies, Inc., Sauk Centree, Minnesota 1977 (twenty-eight volumes related to special topic areas: *American Life Styles, The Job Hunt, Vocational and Technical Options,* and *Multinational Careers.* Grades 7-12).

Career Dials. CMI, Madison, Wisconsin 1976 (highlights specific jobs within an industry including starting training or educational requirements, wages, and job possibilities. Grades 9-12).

Career Opportunities Boxes. Time Share, Inc., West Hartford, CT 1977 (a set of eight boxes containing job information cards associated with English, Social Studies, Mathematics, Foreign Languages, Science, Industrial Arts, Business, and the Fine Arts. Grades 7-12).

Career Series. Educational Reading Services, Mahwah, New Jersey 1976 (a series of six filmstrips/cassettes which explore diverse careers and occupations, e.g., where people work, parents at work, and careers that help people. Grades 7-12).

Exploring Careers. Career Aids, Inc., North Hollywood, CA 1976 (a values and activities oriented package of masters and a teacher's guide that assist students in obtaining information and insights needed to make successful career decisions. Grades 9-12).

Game-Sim. CMI, Madison, Wisconsin 1976 (a set of 85 learning simulations aimed at making students deeply aware of the connection between competence in academic skills and the ability to find and hold a good job. Grades 7-12).

Getting A Job. CMI, Madison, Wisconsin 1977 (a set of twelve cassettes, student record booklets, and instructor's guide aimed at developing job hunting skills. Grades 9-12).

Hello, World! A Career Explorations Program. Addison-Wesley Publishing Company, Menlo Park, CA 1977 (a series of softbound student books and a program guide. The student books focus on nine occupational areas; exploring a total of 159 careers, and list 500 jobs in personal inventory charts. Grades 7-12).

Interview Strategies for Career Development. Argus Communications, Niles, IL 1976 (an approach at developing basic thinking and communication skills re: inquiry, communication, values clarification, and decision making. Grades 7-8).

Job Lab I. Time Share, Inc., West Hartford, Connecticut 1977 (a series of 6 x 9 inch cards which depict careers and jobs in all fifteen USOE occupational clusters. Grades 7-8).

Job Lab II. Time Share, Inc., West Hartford, Connecticut 1976 (a series of 650 job description cards covering occupations that represent all kinds of skills and educational requirements. Grades 8-12).

Job Opportunities. Encyclopaedia Britannica Education Corporation, Chicago, IL 1976 (a series of fifty color 8mm films which investigate seven major occupational classifications, e.g., appliance serviceman to welders. Grades 9-12).

Looking Forward To A Career. Career Aids, Inc., North Hollywood, CA 1976 (a series of twenty-four books dealing with careers and jobs ranging from advertising to veterinary medicine. Grades 7-12).

Making Sense of Our Lives. Argus Communications, Niles, IL 1976 (a set of twenty value packets which provide individual values clarification lessons. Grades 7-12).

Match Wits Value Game. Pennant Educational Materials, LeMesa, CA 1976 (from 2 to 40 players are involved in activities which require them to describe as many possible consequences to certain actions and decisions as they can. Grades 7-12).

Occupational Library. Chronicle Guidance Publications, Inc., Moravia, NY 1975 (a career awareness oriented guidance program comprised of file pages containing job descriptions. Grades 7-12).

On The Job. CMI, Madison, Wisconsin 1977 (a set of twenty cassettes, student record booklets, and instructor's guide aimed at developing interpersonal skills. Grades 7-12).

Vocational Biographies. Vocational Biographies, Inc., Sauk Centre, Minnesota 1977 (a series of 875 careers presented in case study form. Grades 7-12).

Your Working Future. Encyclopaedia Britannica Education Corporation, Chicago, IL 1976 (a series of eight filmstrips/cassettes which emphasize opportunities open to workers that may enable them to advance. A cross-section of community occupations and services in explored. Grades 7-8).

IX. Bibliographies

Career Education. U.S. Department of Health, Education, and Welfare, Washington, DC 1972 (a brief explanation of basic career education concepts).

Career Education in Michigan: An Introduction. Career Education Advisory Commission, The State of Michigan, Lansing 1976.

Career Education: Retrospect and Prospect. Sidney P. Marland. The Center for Vocational Education, The Ohio State University, Columbus 1975.

Extending Career Education Beyond the Schoolhouse Walls. Keith Goldhammer. The Center for Vocational Education, The Ohio State University, Columbus 1974.

Models of Career Education Programs: Work Experience, Career Guidance, Placement and Curriculum. David Hampson and Others. The Center for Vocational Education, The Ohio State University, Columbus 1975.

Planning and Implementing Career Education Programs: Perspective. Alonzo Crim and Others. The Center for Vocational Education, The Ohio State University, Columbus 1975.

X. Selected Career Education Oriented Organizations and Projects

Career Awareness Program (CAP), New Hampshire School Supervisory Union 58, Groveton, NH 03582

Career Education Association, 17 East Orange Street, Chagrin Falls, Ohio 44022

Career Education Program, Unified School District 443, Dodge City, Kansas 67801

Cashmere Career Education Project, Cashmere, Washington, DC 98815

National Center for Career Education (NCCE), University of Montana, Missoula, Montana 59807

Project BRIDGES, Somersworth High School, Somersworth, New Hampshire 03878

The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210

The Industry-Education Council of California, Burlingame, California 94010